

2/13

**NRS**  
**SIMON STUDY**  
*Council - Coss*

REPORT OF VISIT TO NEGRO SCHOOLS AND COLLEGES  
INCIDENT TO SEEING THE ROSENWALD EXPLORERS

In Nashville, Fred McCuistion took me to Fisk and to Tennessee Agricultural and Industrial College, brought me in touch with the curriculum people at Peabody who have worked in Virginia and who are now working in Texas, and also with a state official who told me about the health program in two of the schools. McCuistion and I had long conversations about the school and community and I learned from him of White of Whitesville and his work in a teachers training school. He has brought in the community and so far as possible has made his students realize that the school is a community activity as well as a place of booklearning. Caswell of Peabody impressed me as a very valuable man in all curricular studies. The new Virginia curriculum is ready. In its preparation the teachers who are doing the teaching cooperated with the investigators and did, I believe, a very good and important job.

In Memphis, Miss Powers gave me the day and took me to see the Jeeters School which serves an entire community of 250 Negro families and also to see the large white school and Central School Workshops. Miss Powers impressed me as very capable in organizing communities. She has done a fine piece of work in adult classes for home activities -- remaking clothes, cobbling shoes, and repairing furniture. The Jeeters School has already accomplished many of the

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things we want done.

In Little Rock, Nolen Irby took me to Hendrix College (co-educational white) in which a significant effort is going on under President John H. Reynolds to bring to the students the consciousness of the problems of a black and white civilization in a small community and to develop in them the good will necessary for meeting constructively its problems. I was greatly impressed by the place, particularly by the President, by Dr. Greene, Professor Campbell of English, Professor Kamp of Greek and Latin, and by a shrewd old Dean, Dr. Staples. Gates is a new man, a little too belligerent in social matters, but good. Campbell could be a college president any day he wanted to so far as ability goes (Ph.D., Chicago). He is going on a year's leave to get ready through European travel and study for a combination course in literature and the arts.

We spent a day seeing the Morgenroths and the community in which they work. The Negro school in that community (Fitz-Hugh Plantation) has done many things we want done under the leadership of its young Negro principal and with the support of these resident plantation owners. I don't believe the Morgenroths do very well.

I visited with Irby the Dunbar School (Little Rock), which is a high school for Negroes, of real quality with good vocational work but with inadequate vocational integration in the first six grades which I saw in a school nearby and also in the Dunbar School.





Irby took me to Pine Bluffs where I met the President, some of the faculty, and was impressed by the Smith Hughes man. He with Irby could bring into a general central conference all the agencies of the state working with Negroes, Smith Hughes's farm agencies, home agencies, school, church, library and so on. I suggested such a plan to them.

I went from Pine Bluffs to Monroe, Louisiana, where Lewis's assistant Rogers took charge of me. We visited the Jeanes teacher at her house where the three exploring women of Louisiana were gathered and then went to Mineral Springs and saw the teachers, children, and a little of the county. Then down to Egypt where Rogers talked to the head white man of the county and enlisted his aid for Miss Purifoy. I believe that something can be done but the head of that school is very poor. I am not much taken by any of these people except Mrs. Riddle who is useful and competent but not I think anything in the way of an analyst.

Rogers took me on to Baton Rouge and Lewis from there on to New Orleans. Lewis would like to stop travelling and have a permanent position. He is angling for one.

We stopped and saw the Simon School. The man principal is a fair one. The schoolyard is not well kept up. Basic planting and plans are admirable. The paint on the house and the picked up appearance made me doubt I was looking at the same place.



Bond I saw at New Orleans. He said that his stay in the country was for him invaluable. He doubted that he had done much for the Fund. He was working on Dillard plans and impressed me very favorably indeed. I admire him and I like him. Mrs. Bond was not there.

I saw the Dents and heard Mrs. Dent play. She plays well. Dent said, "I can surely see that Dillard gets the worth of every dollar that it spends."

In Atlanta, John Dixon took me to the white school where Wilson and Miss Lockman were teaching. He had put the young lady in charge of the school, and the classes were interested and busy. The man did not seem less superficial than he had seemed at the October conference. Mrs. Cannon was not at her school but at Spellman. I talked with her for something over an hour and was of course impressed by her ability to work in her community in very extraordinary fashion. As to analytical judgments and generalizations and as to policy I saw no indication of real contribution. As a person to apply an experiment she seems to me in the first rank. As to one to formulate I am doubtful.

While in Atlanta I spoke to the Presidents of all the State Colleges of Georgia. Under the leadership of Philip Weltner, the Commissioner of Education, they are all working on the revision of their curricula. I judged that no great amount of progress had been made





but that there was a great deal of ferment going on in the State. Many believe that the Governor will sidetrack Weltner and his entire plan. The issue is as yet unsolved.

Alexander told me of a proposal made by Frank Tannenbaum for the Federal acquisition of land and assumption of the role of landlord. The plan seems to me to be wise. I don't believe that it will be accepted by the South. The cost of administering it, if the areas were as scattered as Alexander indicated they would be, would be very great and without thorough going administration and supervision I think the plan can be nothing but a costly failure. Habituations for at least fifty years seem to me to be required to change the social habits of both the whites and the blacks.

My report to date has been chiefly negative. In summary I believe that we should not have another year of work by the explorers. The reasons are as follows:

1. Our group is too inadequate for its task
2. I doubt that much could be got from exploring as opposed to actual teaching
3. I believe there is a better plan to follow.

The plan which I propose is that we should take account of agencies working in any community. These might be the teacher, the preacher, the county agent in agriculture, the supervisory educational person (Jeanes teacher or other), the home making agent, the Smith



Hughes agent (often a teacher). From each of these groups bring together one outstanding person to be member of a cooperative group working for a year on one locality. To this I would add Caswell from George Peabody who has been working on the Virginia curriculum and is now on Texas. Virginia's curriculum is published. They have not done all that we should want to do. They have gone very far however in working with teachers actually in the field. I should also want to add Ed McCuiston of Little Rock who is working on the Arkansas State curriculum. I think that he does see precisely what we want to do and has had many years of experience.

I have called this a curriculum study. I should perhaps prefer to call it, "A Curriculum for School and Community in the First Six Grades of One and Two-room Schools." That one and two-room schools may of course be too narrow a classification I am aware, but I more and more believe that we solve problems only when we attack them in great detail and specifically.

It might be wise to ask the American Book, Ginn, and Heath to become the distributors for the texts produced. They have the machinery for distribution. They have the weapons to fight anything they don't want. I would make friends rather than competitors of them.

I plan to be present at the Fisk meeting. I am glad that it will be at Nashville and not at New Orleans. Caswell will be there and it would seem to me that it would be very unfortunate if he






and Ed McCuistion were not asked to sit in at all of the conferences, that we might have opportunity to judge them nearer at hand.

I am glad that I went on the trip. I learned a lot and I enjoyed myself. The most important thing I learned was that there are great stores of material at hand resulting from the experiences of a considerable number of people over a long time and that we can tap these stores. The field is not so unplowed as I imagined it was.

I shall be greatly interested in your reactions and those of Mr. and Mrs. Simon to this report.

February 13, 1935

  
John J. Coss

NRS  
SIMON STUDY

Council - Coss

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April 2, 1935

Dear Dr. Coss: Thank you so much for your nice letter. Jim and I got back to Chicago several days ago after a seven weeks' tour: to New Mexico with Mr. Embree and Dr. Alexander; seeing Ed McGuistion and Mr. Irby, plus the explorers, in Arkansas; explorers in Louisiana; and those in Georgia - this last (for five days) with Burton Fowler. From Georgia we went to Penn School, (don't ever try to get to or from Penn School unless you're well fortified in body and spirit!), where we spent three most interesting and valuable days. Then on to Tower Hill School to watch Mr. Fowler writhe with shame at the difference between his most wonderful set-up and some of the things we showed him in Georgia.

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As to your report and recommendations on which you have asked my "explicit and unreserved judgment."

I can't quite agree with you that we should throw out all the explorers. I'm forced to admit that we made some unsatisfactory selections: Miss Purifoy, Miss Beatty, Mr. Wilson, and the Morgenroths, have contributed very little except in volume of notes. I am particularly disappointed in Molly Morgenroth - you remember at the end of the first conference we all thought she was one of the very best.

On the other hand, Mrs. Cannon, Mrs. Duncan, Miss Lockman, Mrs. Riddle, Mr. Junker, and Mr. Jones I feel have made real contributions, and with the ground work of this year behind them, would be able to contribute much more.

I was sorry for two things on your trip: one, that you did not have a chance to see Mrs. Cannon and Mrs. Duncan at their school; and two, that you happened to go to Miss Lockman's school so soon after she took charge. I think if you could have seen the Red Oak School (Mrs. Cannon's and Mrs. Duncan's) and watched the way they conduct that school and seen the way the people of the community have blossomed in this short time, you would have

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April 2, 1935

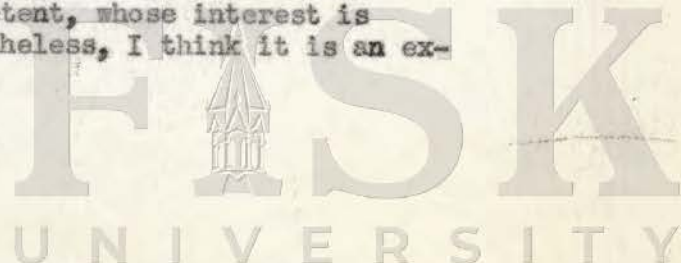
had no doubt of the value of this experiment, both in the school itself and in its indications of what may be spread widely throughout the rural South.

Likewise if you could see what Miss Lockman has done to the school building, to the children, and to the community, you would have had no qualms. She is, I think, a remarkable teacher, and she has the community in the hollow of her hand. The former principal gave nothing but A's and B's, and Miss Lockman gives a considerable number of C's and D's, and the parents are proud - because "what Miss Lockman does is right and fair, and we never could understand why Billy, who was supposed to be best in school, got the same marks as the other children"! No less than fifteen parents asked us to do anything to get Miss Lockman back next year. Mr. Fowler was greatly impressed by this work and makes an interesting suggestion that we try to include the Negro school of this district in what could become a general, bi-racial, community demonstration.

I do agree that we do not want next year to do the same kind of field work that we have done this year. I think the explorations this year have done just what we hoped they would do - showed us things much more definite, that we could do next year. I think Jones (Charles Johnson's man) and Junker, since they are especially trained in sociological procedures of observation, may be very valuable (if the Council so decides) as continuing free lances. It is possible that we may want to appoint two other explorers in addition to these. We are doing a great deal of thinking and talking about plans for next year. I think we are ready to move on to a greater amount of experimental work in given schools, but we all have grave reservations about doing anything yet with the reorganization of normal schools or the reconsideration of curricula.

Of course you know that Mr. McCulstion, Mr. Caswell, and Mr. Irby are to present the curriculum studies of the southern states at this next meeting. I shall be very glad to have this material before us for discussion. It ought to be much clearer this way than through the several written reports.

I personally wonder how much these somewhat elaborate suggestions can be applied in the little rural schools. It seems to me that we will have to work up from the bottom rather than expect very much to trickle down from such formalized studies as are carried out by educators, however competent, whose interest is chiefly in the urban situation. Nevertheless, I think it is an ex-



Dr. Coss -3-

April 2, 1935

cellent idea to have this material presented, and I am sure we will get from it some interesting and valuable ideas.

Thank you for taking so much interest in this whole problem. We know how busy you are and appreciate all the time and thought you have given.

Very truly yours,

MS:LJ

Dr. John J. Coss  
Columbia University  
New York City

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Columbia University  
in the City of New York

SUMMER SESSION  
OFFICE OF THE DIRECTOR

NRS  
SIMON STUDY

Council - Coes

Mrs. Margaret S. Simon  
Julius Rosenwald Fund  
4901 Ellis Avenue  
Chicago, Illinois

	MWS	5/6	MWS	0
	Dr	5/6	Dr	5/7

May 3, 1935

Dear Mrs. Simon

I write to give you the items of my expense account:

DOROTHY A. ELVIDGE

To Nashville, train and Pullman \$39.86  
To New York, " " " 38.32  
Hotel and meals, Nashville ..... 6.25  
Meals en route, taxis, tips, etc. 17.25  
\$101.68

Approved: 5/14  
Drs  
JES

I should vote the meeting a success. We kept down to business direct and indirect all the time with a pretty substantial discussion and I believe that the program as outlined is a good one. My points of disagreement with this program you already know but I am certainly not sure about the inutility of sending back Miss Lockman and I am open to conviction on the investigation of the total sociology provided that people are better than Jones, or at least better than the impression he leaves with me. I could find very little in his report that had any great relevance for us.

MAY 16 1935

As a compromise activity more in line with what we have previously done than the general investigation of rural

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training in normal schools, would you approve of sending someone through the country to normal schools to try and get them to adopt a rural school as has already been done partly with the Board's instigation? Such adoption might be the quickest way to transform the rural education taught in these normal schools. What we are all after is such improvement. The adoption of the schools would give many points from which data might come in and it would focus the attention of normal schools on a problem in which they have too little interest and too little competence. The next step might bring together the teachers in these adopted schools for training work. This proposal rose out of a conversation with Fowler as we journeyed along.

Shall see you on the eighteenth. With best regards,

I am

Sincerely yours



John J. Coss  
Director

JJC MM

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**NRS**  
**SIMON STUDY**

A TRAINING DEMONSTRATION IN RURAL EDUCATION

*Dr. Cass.*  
*Council - Cass*

In few states has rural education received attention either in normal training or in the teaching in one, two, and three-teacher schools, Grades I to VII, or in the supervision of such teaching.

In the southern states this is true for white schools and for Negro schools.

Not only are there no adequate provisions for training, but there are no adequate provisions for the selecting or the supervising of teachers in rural schools.

There is much paper protest against the condition of rural education. There is practically no operating program of improvement well planned and adequately financed.

It is likely that there are several states in the South in which a program might be started within normal schools and county school systems already established. White and Negro normal institutions should work on the problems at the same time and locality, and white and Negro grade schools should be used if possible in the same county.

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Arkansas, Alabama, Georgia, and Texas are possible fields for such actual operation in the improvement of rural teaching. To start with one project seems, however, wisdom. Georgia has the encouraging feature that in white and Negro normal schools work might be undertaken with genuine cooperation and conviction. It is therefore proposed to look into the possibilities and limitations of work in Georgia with a view to trial schools in this state in 1936-1937.



Four principles ought to be followed:

1. The work should be of long enough duration to make a fair test possible
2. The schools and counties should be helped on a scale and in a fashion which they can meet after help is withdrawn
3. New staff should not be put in at salaries or in fashion to offset school morale
4. No appointment should be made if the Negro people can not be located

PROPOSED BUDGETS

Fort Valley

Statesboro

1. To Principal for extra work and because present low salary. . . . .	\$500.		---
2. Prof. Rural Education. . . . .	2,800.		\$3,000.
3. Prof. Reading . . . . .	2,400.		2,800.
4. Prof. Agriculture. . . . .	1,000.	Health . . . .	500.
5. Prof. Home Economics . . . . .	1,000.		
6. Teacher in county . . . . . (additions to salary)	840.		960.
7. Supervision in county . . . . .	2,400.		2,800.
8. Expenses . . . . .	<u>500.</u>		<u>600.</u>
	\$11,440.		\$10,660.
			<u>11,440.</u>
		Per year.....	\$22,100.

Say \$25,000. for each of three years.

November 7, 1935





NRS  
SIMON STUDY  
*Council*

January 21, 1935

Dear Dr. Coss: We have naturally been giving a good deal of thought since the New Orleans meetings to next steps in our rural school program. This is about the way it appears to us at the moment.

Cooperation with the normal school in Georgia seems perfectly clear. We have the right school to work with in Pittman's institution at Statesboro; the state officials, notably Dixon, are in full accord and ready to go ahead; we know pretty definitely what we want to do. We have not yet in mind a similarly satisfactory Negro normal school, but we want to start on the white side first anyway and our program is simplified by beginning work at a single institution.

The use of our present rural schools for demonstration purposes we can work out readily as time goes on. My opinion is that at the moment these schools are still chiefly experimental. But they are already beginning to exert some influence in their counties and as they become more firmly entrenched we shall proceed to use them more and more as examples.

The procedure in materials of instruction is not so clear. If an effective piece of machinery is set up at the University of Chicago, that would help enormously. But even if there is a good organization there we of the Rural Council still have a special task in adapting materials to the rural schools and particularly in developing materials and procedures in the fields of farming, health, and the handicrafts.

All of this leads me to the conclusion that we shall probably have to organize in our own office some simple but effective machinery - or personnel - for our own special needs in materials of instruction. Our new man, Sanchez, can push the normal school developments. Mr. and Mrs. Simon are very effectively developing the individual schools and directing the project as a whole. If we had an equally good personnel devoting itself specifically to text materials, we should be fairly effectively organized for the total task before us.

JAN 23 1935

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Dr. John J. Coss

-2-

With this in mind, we have recently been talking to Allan Hulsizer. As you know, he has had a lot of first hand experience in rural schools of the most rudimentary character, including schools in the South. He has recently been developing materials for the Indian schools of the Southwest and what we have seen of these materials leads us to believe that he is probably just the man we seek. We have made an arrangement whereby Commissioner Collier is letting him work with us for a month simply so that we can get acquainted. He is spending the next two weeks in the South and the first fortnight of February with us here in Chicago.

The purpose of this letter is to lay the whole matter before you and to ask if you approve the plans in general or if you have other and better suggestions. I think you may know of Hulsizer's work and I should be glad if you would let us have frankly and confidentially your opinion of him for the work we have in mind.

Very truly yours,

ERE:GS

EDWIN R. EMBREE

Dr. John J. Coss  
Columbia University  
New York, New York

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NRS  
SIMON STUDY

COPY

Council - Coss

Jan. 23, 1936

Dear Embree:

X

I don't think that I can do better than say over what I wrote. I think that the Foundation better not go into writing the trial text books, or materials even less tentative. You can't carry on far enough, won't be building a structure to continue functioning, and in my opinion will be wasting your money. All reasons why Sanchez should work through all the literature in the Chicago library on the ways and means of teaching reading, and look over all the texts; I mean look over well, going to all the American publishing houses for the purpose - actually going there, and being assigned space and reading their books and talking to their editors. Fred McC. could do it, but he's going away. I could do it, but I don't see how I could possibly. Can't you locate the man you want for the white normal school and have him do it over summer? Best way to get him ready to supervise the making of materials. And let that fellow be good, and Dixon and Alexander check on him - Judd, too, for he'll have to work with Judd, etc.

For 1937 Summer Session if the new professor of the Normal is good enough, he could hold a two-day conference in the Ed. Summer Sessions at Virginia, Pennsylvania, Penn State, Cornell, Columbia, Harvard, Michigan, Chicago, Wisconsin, Minnesota, Iowa, Iowa State; and tell the folks what is going on, and pick up knowledge of work and personnel.

The point I want to make is: Find out all that is going on and has been done. Stimulate work, be an authority on it, but don't do it!

JAN 31 1936

Yours,

John J. Coss

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Columbia University  
in the City of New York

SUMMER SESSION  
OFFICE OF THE DIRECTOR

NRS  
SIMON STUDY  
Council

February 20, 1936

Dr. Edwin R. Embree, President  
Rosenwald Fund  
4901 Ellis Avenue  
Chicago, Illinois

Dear Embree

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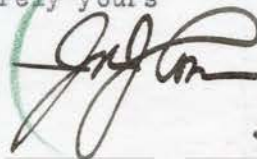
I am delighted to receive your letter of the seventeenth.  
As you know, my belief is that we should capitalize our South  
Georgia Teachers College connection in the matter of informing our-  
selves about texts.

You will be glad to know that the Dillard prospects are  
brighter and brighter. This includes two new members of the Board  
from church boards and also the election of a man who would be a  
real acquisition if he accepts. It is my belief that he will.

Have you made any progress in locating a man or men for  
the white normal school in Georgia? Dixon writes from Georgia  
that he is back on the job and thinking about many problems. I  
like him immensely and think that he will more and more be the  
realistic key figure in this work.

With best regards to all of you, I am

Sincerely yours



John J. Coss

JJC MF

MAR 4 1936

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SOUTHEAST GEORGIA

June 14-29, 1936

**N R S**  
**SIMON STUDY**

*Council - Cross*

This trip was made with John Curtis Dixon, Supervisor for Negro Education in Georgia, salaried by the G.E.B and accepted as part of the State Department of Education. He is a good philosopher, guide, and friend.

From Atlanta to Macon is peach country -- rolling, not very good land. Below Macon is a long stretch of fine farm land where corn, peanuts, and tobacco are grown as well as cotton. There follows to the south a belt of turpentine pine. These trees replace themselves in fifteen years and are good for sap, lumber, and wood pulp. Under them, since they branch high, is good pasture grass and fine cattle could be grown cheaply if winter fodder were available. The cattle are now mostly poor grade and lose in the winter the flesh they put on in summer.

On the coast from Brunswick to Savannah is low land so full of live oaks and gum trees that it is a great park. Its main highway is I think the most beautiful stretch of road I have ever seen. This is old rice country. It is now poor, rice culture about done, and nothing save a limited dairy business seems prosperous.

Macon, Valdosta, Way Cross, and Brunswick are goodish sized towns and in business section and residence make a good impression.

In Macon and the marshes beyond Brunswick Lanier lived and wrote.

Savannah was once a great city. Its park system is still beautiful. Its chief residential street is broken by a series of circles

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with green parks and fine houses and churches round about. At six O'clock the fine central city park was full of nice looking young people playing games. It reminded me of a European park. Savannah has some fine early nineteenth century buildings, semi-classical and classical, and some fine old residences. But the total impression is one of decline.

St. Mary's on the coast, near the Florida line, is probably one of the first settlements of the United States. In the woods near it is the ruin of a Spanish Monastery. The walls stand ten feet. They are of "tabby" shells mixed with sand and lime or cement. This may date from around 1600. It was doubtless reached from the shore. The town has fine trees, one old mansion of about 1820, and near the shore a cannon of the War of 1812. Its main industry is shrimp fishing, done by Portuguese with nets from small boats.

I visited a turpentine still, an oil press, and a peanut shelling factory.

Turpentine is pine sap -- a tall high limbed pine. The bark at the base is cut away for a square of eight inches. At the bottom of the cut a tin trough is fastened to catch the sap, the main flow of which is in the spring. The cut flows for a year. Thereafter four more cuts are made. The tree is then allowed to rest and heal and is barked again after five years on another side, and then another, and is finally cut for lumber or wood pulp. The trees replace themselves in fifteen years, making a growth unprecedented by any other pine. This tree grows best in southern coastal areas. The sap is collected by low-grade Negro labor,



housed in company shacks. It is taken in barrels to the still. This is a copper bottle with a lid that is bolted in place. A fire is built in a furnace below the vat. The turpentine is vaporized, passes into a coil of copper -- the worm -- which is colled by water, and comes out white water like turpentine. The rest of the sap is led off at the pour into wire meshed straining trays, covered with cotton batting. The fluid is strained through and is rosin. While still fluid it is ladeled by a big strong Negro into barrels where it hardens. The chips remaining in the strainer are burned or used as fire starters. The cotton batting is treated to recover more rosin.

The oil pressing mill takes cotton seed, re-gins it to get off the remaining cotton, takes off part of the shell for food, and then crushes the seed. The crushed mass is heated or boiled, placed as a spread between two layers of felt, and placed in trays of an upright hydraulic press. When hydraulic pressure is applied the oil pours out. Drawing out the pressed felts is hot hard work. The Negro doing it had on old cut-off pants and a protecting burlap apron. I think he was the best muscled man in arms, legs, chest, and back I ever saw, and he worked like lightning. Peanuts are treated in the same fashion, ground shells and nuts. The remainder after pressing is ground for cotton feed as is the cotton seed refuse.

Peanuts when harvested are stacked, plant and nuts, about a stake, nuts in. They dry. They are thrashed -- a dirty job. The nuts are taken to the sheller. In Georgia the nuts are the small Spanish

peanuts. The shelling is done by a core revolving inside a drum, placed  $\frac{3}{4}$  of an inch from the inside of the drum. The peanuts mash one another's shells, but leave the nuts whole. The cracked mass now goes over side-wise-shaking steel belts, filled with various sized holes. By gravity, stones go out and shells are left behind; and the nuts flow out on an endless belt, to be hand-freed of bad nuts by Negro women who sit beside the belt for ten hours for a dollar, and glad to get it; old and young alike participating.

John J. Coss



**N R S**  
**SIMON STUDY**

Coss

SOME NOTES ON EDUCATION IN SOUTHEAST GEORGIA

June 15-19, 1936 with John Curtis Dixon

Council - Coss, John

On Sunday, June 14, Kendall Weisiger kept Dixon, Rockefeller State Supervisor of Negro Education in Georgia, and me company. The rest of the trip Dixon and I made alone in harmony and agreement.

The purpose of the trip was to increase my knowledge of Negro Education and the character of the country. I saw Negro elementary schools, high schools, and colleges, and white elementary schools, high schools, and colleges. Schools were not in session, save in college summer sessions. I saw buildings, grounds, and administrative personnel. I met both whites and Negroes interested in education and responsible for its administration.

I was again struck by the round-about fashion in which by various subterfuges Negro Education has been improved. Booker T. Washington founded Tuskegee as a vocational college to teach trades; high schools did not begin as such, but as County Training Schools (partly under Slater Fund influence) which were established to provide teachers of improved training to care for the elementary schools. Partly for social reasons, but increasingly for practical aid to Negroes, the upper elementary grades and high schools have so-called industrial courses, and shops, and home economics, and home making work. In these courses the boys and girls receive instruction and some experience in caring for odd jobs of building and repair, and in cooking, dressmaking, and care of children. What may have begun as the training of Negroes for the doing of tasks for others, continues with modification as training for the

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Negroes' own life. And the early vocational emphasis has been supplemented, sometimes replaced, by what people call academic work, copied from white schools in large part, ill adapted to the life of any one, but at any rate carried on without regard to color. Two tendencies need to be strengthened: (1) the practicalizing and direct applicability of the vocational aspects of instruction to the actual life and work of the students and (2) the reformation of the academic aspects of schools of all grades in order to give relevance and applicability to the content, and in order to take the best from all fields of literature, art, science, history, and government, economics, and philosophy, and treat this core in simple terms and to the end that students shall have some perspective about their own efforts in these various directions.

Back of the poor state of Negro schools in towns or in county is the unwillingness of school authorities, sharing of course the attitudes of their communities, to provide for Negroes on the same scale of expenditure as for the whites. This discrimination appears in type of buildings, in teachers' salaries, and in length of terms. But in many counties, which are the units of administration in most southern states (excepting the larger towns), there have been changes in attitudes, usually because of the fine character of one or a few Negro leaders in that place. When fine white folks see Negro folk that are fine too, something happens. The Negroes who reach this point of recognition are almost miracles, for they have come through the state of the despised or tolerated, been subject to condescension, and still have kept their steady goodness without bitterness.





They have understood why conditions were what they were. And they have done this when those same conditions oppressed them and their children. When white men see that these Negro men are personalities, are somebody, are able to walk humbly but never with decrease of self-respect, then something happens. Schools for Negroes, as houses for Negroes and shoes and clothes, began often by being the cast-offs of the whites. The old grade school or high school or the old equipment were "good enough." This is often, probably generally, true in the deep South today. But there are exceptions. For instance at Americus, Georgia, E.E. Stallworth, around forty-five, big, kindly, wise, simple Negro County Agent for agriculture, came to be known as a good citizen. He had friends in the white group. To them he talked about his dream of a Negro High School. He found Dixon the State Agent, employed by the G.E.B., friendly and helpful and appreciative. The two worked together. The County Superintendent was subject to the local pressure of the white friends and Dixon pushed him with the offer of Rockefeller help. Stallworth made no enemies. In real danger of losing his job because the anti-Negro whites might have resented his efforts to get his people a good school, he kept on working, chiefly through his white friends. At last the miracle happened, and county money was spent for a new twelve-room high school. The plans were the Rosenwald Fund standard plans, extras in shop and household arts. Equipment were Slater and Rockefeller grants, subject to Dixon's approval. And this approval he would not give until he had the type of building he and Stallworth wanted. It is a low red-brick building in a fine clump of pines. The interior finish is good



pine, the heating is not the "stove in each room" proposed by the Superintendent, but a central boiler and steam. The blackboards are good, the floors are good, and there is a good auditorium with sound absorbing roof. Money is held back by Dixon to get the tools for the vocational work in the boys' shop; and the State Supervisor of Home Economics has specified the equipment for the girls' shop. All is first class, all is new, and all is for Negro boys and girls in Americus, Georgia. And Dixon says that without Stallworth it couldn't have happened.

This case and others like it make one believe that race relations can change. They also convince one that Dr. Alexander and Dr. Dillard are right when they say that general discussion of race relations is useless, because the only real change comes when white men see in their daily lives Negroes who are great personalities.

In Brunswick, Georgia, a man by the name of Wanamaker is Superintendent. He has had a centralized white educational plant -- a really fine high school which continues an old "Academy" and new buildings financed by bonding the City. Out of the situation has come a Negro high school. It too is good. In architecture it leaves little to be desired and the equipment is to be all new and of the best. What pressures brought this about I did not find out. I doubt if the Superintendent led. The old and badly overcrowded Negro grade and high school was perhaps the cause.

An instance of another kind is to be found in Forsyth. There a Baptist School for white girls -- a four-year college called Bessie Tift --





continues to live because it has a genius of a President who makes every dollar do the work of two. In the same town is a two-year college -- a State Normal School -- for Negroes, headed by W.M. Hubbard, slow, soft-spoken, plodding but patient and humble and beloved by many of the white town folks. He and the President of the white college for girls are good friends. The Baptist Negro boys at the Normal go over to do extra jobs at the white Baptist college. And when the white college gets new equipment it sells its old for very little to the President of the State Normal School. The Normal School is not very good in plant nor in education. But it has lived and that is due chiefly to the friendship held for old Hubbard by some of the white folks in Forsyth and by the Baptist white college, a mile away from the Normal.

One of the ways in which rural Negro Schools has helped themselves and their communities is a new instance of the industrial emphasis. The students have been taught to can vegetables, fruit and meat, and a pressure steamer has been bought, often by the county. The mothers wanted to come, and did come. A larger space was needed. This forced the issue, and by a variety of ways a house called a Trades Building was built on the school lot. Usually it houses the boys' work, the girls' work, and the canning equipment. The boys' shops are used by the fathers for machine repair, at least they are when the teacher has initiation and many from Tuskegee and other mechanical schools do have.

The buildings for Negro education, the Rosenwald Fund, County



money and finance have increased in number, the teachers and what is taught has improved in quality. But many buildings, most in fact, and most teachers are inadequate. The teachers and the buildings got the least money that any one would take. Thirty dollars a month for six months is average. These teachers often have had only a high school training. The best of them are encouraged and helped by the agents of the Foundations to go further in their study. State and county regulations force them to go to summer schools. But so far as their training goes, it too is poor. The fine human beings learn and teach and lead, in spite of anything, but these rise out of the one-room or two-room schools to better ones with better pay -- that is most of them do.

When poor quality of human nature, poor training, poor pay, get joined to local political pressure for the appointment of local products there is not much left to hope for. But each time a school house is improved, or a community waked up to what good teaching can do, a change is visible. Teachers are asked for from outside the area, and the State Department of Education (Dixon in Georgia) has now developed teacher placement as one of its important functions -- and done so at the request of county superintendents. Five years in Georgia have made a difference, chiefly I think because the state agent could work with local Negroes and whites who wanted improvement and because he had extra funds to use as pressure to maintain standards.

An instance of the development of a Negro college under private auspices is Fort Valley Industrial and Mechanical College. The President,





H.A. Hunt is responsible for its development and the Episcopalian Church for its founding and for much of its support. Its President likes good quality. He wants things in order. He seems to be a good judge of personnel. He is limited in funds and even threatened by their scarcity. From a well-run farm much of his food is supplied and opportunity given for agricultural training. A new work building for boys and girls is just finished. The vocational work of a handicraft character is extraordinarily well done. I judge however that it has small reference to the practical concerns of farm life. The Carnegie Library building is good. The book supply pitiful. The G.E.B. will this year help in its improvement. The great assets of Dr. Hunt are his solid good judgment and his honesty. Men believe him and have done so for many years. At the moment he is hurting his institution by serving part-time on the Federal Farm Credit Board. His school could do much more than it is doing, both in increasing the relevance of its academic work to actual living and in adapting its vocational work to a more realistic approach.

Statesboro is a white four-year State coeducational College. Really it is a normal school. It has an eleven-grade practice school and adds next year <sup>a</sup> five-teacher rural school for a practice school under expert direction. Dr. Pitman the President is well-informed on school matters. He is limited in salary range but has some good staff members of his own appointing. I should say that he had his school well-in-hand and that he is flexible enough to carry on experimental work. He will not



undervalue his accomplishments and he will talk more than most people require to understand him.

State College at Savannah is a Negro four-year State College, chiefly a normal school. Its President I did not meet, for although he was notified two days in advance by wire he had gone into the City and had left his lieutenant to see us, and the lieutenant had classes to teach. The place does not seem well-in-hand. Its physical general plan seems badly worked out, things are not picked up and some of the staff seem harassed. One vocational man I met seemed a genuine liability. The equipment for practice school was too limited (4 rooms) and the Home Economics set-up only fair. Vocational training has a new building in which the students will get less for themselves than they should because they will be occupied in drawing plans and putting up buildings for the College. Farming seems to get less emphasis than it should. Under its present management I should put neither responsibility nor money at State College.

Albany has the fourth State College. Its management at the moment makes it impossible to deal with. Its buildings are fairly adequate; its location is bad -- near a slum area at the edge of the town. Forsyth, State College, and Fort Valley are well located. Fort Valley clearly leads. It is self-sufficient, in good farming land, and has integration of plant and farm. I should consider it by far the most useful Negro College in which to work.





I imagine that the Negro high schools at Americus, Way Cross, and Brunswick would repay careful supervision.

Of the rural schools I saw two which impressed me. At Simon Hill, Dixie Post Office, there is a good school building, trade building, and teachers residence. The school is located in a community of land owning and pretty prosperous Negro farmers on good land. After the War a community of Negroes put up an "arbor" -- a branch covered shelter -- on Persimmon Hill ('Simon Hill') for a camp meeting. Three white men bought up a large area of land, one for turpentine, one for trees, one for land. There were a few Negro leaders who bought the land after it was cleared. At that time no white farmers would buy it. Two churches divide the community, and also the school population. The right man could probably bring the children to the one good school. There is Negro support here for an aggressive school.

The second school was at "The Cross Roads" not far from Midway, south of Savannah. Here in the midst of a large Common with magnificent live oaks is a good school and trade building. The Negro community is much less well-to-do, the land poorer, but there is a good principal and principal's wife who was directing a W.P.A. canning group. The school house has just been painted and the inside looked picked up. The community is old.

Again not far from Midway is a Congregational High School Dorchester. It is in process of rebuilding and seems a good place. I should add it to the high schools to receive special attention.



A special problem is presented in this part of Georgia by the semi-migratory turpentine workers' shack colonies. A five-year existence is often the life of a colony in one place, for the same trees can be bled only for that number of years. Movable schools seem indicated. The owners of the leases will not help and the workers are of pretty low and rough class. Children from these camps might possibly be taken to a few consolidated schools in this area, but Superintendents are not much interested in these migratory groups.

There are enough examples of good schools, communities, and superintendents to make the future seem far from hopeless.

I saw the white four-year college for girls at Macon called Wesleyan. It was founded in 1836 and it has a beautiful new plant and a good president.

The white girls college (State) at Valdosta made a poor impression.

Mercer University for white men at Macon, Baptist, old and with traditions made a real impression. I should try and interest this place in State and Community problems.

Bessie Tift College (Baptist) for white women at Forsyth is a poor school.

The white high schools at Way Cross and Brunswick I should give special attention for race relations work.

The work of the State Supervisor of Negro Education is a never-ending job of getting voluntary cooperation from District Superintendents.





Dixon does it well, very well, and it requires a compelling conviction that the job is worth while and can be done. A dozen men like him would be worth more to Southern Education than anything else I can think of. But they must have continuous support from Foundations and receive from them grants with which to make the desirability of cooperation obvious to County Superintendents. The money expended by the Foundations through such men is well and profitably spent.

John J. Coss

*eds*

Columbia University  
in the City of New York

SUMMER SESSION  
OFFICE OF THE DIRECTOR

NRS  
SIMON STUDY

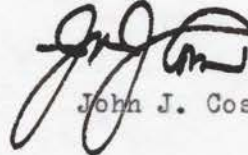
January 15, 1937

Dear Dr. Embree

In the pages which are enclosed I have tried to give as brief a picture as possible of what went on at the Rural Council meeting which met on the first of January. It was a very interesting and it was a very encouraging meeting.

(Coss memo)

Sincerely yours



John J. Coss

JJC MF  
Enclosure

MEMORANDUM OF THE JANUARY MEETING  
OF THE  
ROSENWALD COUNCIL ON RURAL EDUCATION

January, 1937

To the Trustees of the Rosenwald Fund:

Dr. Alexander suggested that, as one member of the board, I write my impressions of this January Meeting of the Rural Council and send the report to each of the Trustees of the Fund. Mr. Embree, Mrs. Simon, and Mr. Dixon all thought this would be a good idea.

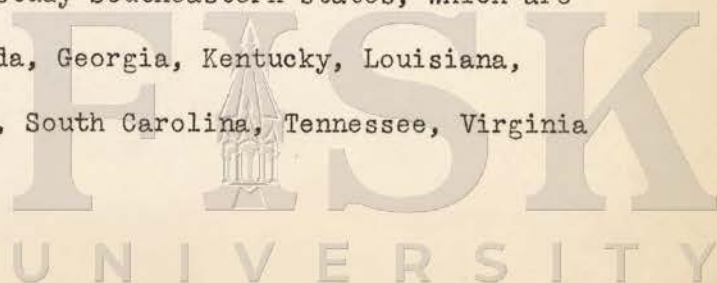
Part I

The Compendium on Southern Rural Life  
With Reference to the Problems of the Common School

This Compendium is a series of volumes prepared by Buford H. Junker, who has been trained by Professor Lloyd Warner, and Lewis Jones, who has been trained by Professor Charles S. Johnson. The two teachers, serving as a subcommittee of the Council, organized and directed the compilation. The work was done at Fisk where there were available Hollerith machines and clerical assistants.

Plans for this work began about a year and a half ago and about nine months of intensive gathering of records and statistical computations have been necessary. The work was financed by the Rosenwald Fund. Fisk furnished some WPA and Youth Administration workers and gave room and machines.

The plan of the work is to study Southeastern states, which are counted as: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia





and the Eastern portion of Texas. These states have been studied by Vance, of North Carolina, who attempted to put man in a geographical setting in his book called The Human Geography of the South, and by Howard Odum, of North Carolina, who, with a GEB grant, has classified and divided the states not by lines but by economic areas. Odum's book is called Southern Regions.

This study is in the spirit of these two books which are among the most significant sociological contributions made in America.

The authors determined that counties were the best units to analyze. Through counties in the South more services are administered than through any other unit. The authors said, if we can take each county of these states - and all together there are 1104 - and find among the economic and social characteristics features which we can compare through measurements, we shall then be able to make classifications.

Even before the work was begun it was clear that there were counties prevaillingly agricultural and prevaillingly urban. It was also clear that there were counties of cotton, of tobacco, of diversified crops, of extractive industries, and a few of citrous fruit. What the authors did was to get for these counties enough comparable measures - they ran to 80 items punched on cards - to say with precision which counties were which and to associate in county description the prevailing agricultural crop, diversification of crop, extent of urbanization and industrialization.

When all of this work was done - and it was very critically and accurately done - one could make a list or place on a map in a single color the full range of counties which are alike. The cotton counties, with variations, of course, because of nearness to cities and admixture

of other crops and industries, spread out across state lines, as do the other types of counties.

Now the game begins to be played. The authors assert that in counties possessing certain common characteristics one will find other characteristics resting upon or associated with the first group. For example, counties may be looked at in terms of the relative numbers of Negroes living in them. They have found that the larger the number of Negroes, the less per capita is spent for schools for Negroes as compared with the white expenditure. Now this seems a very simple thing and probably an expected thing, but when you consider that you have the whole spread of the counties of the Southeast, that you can take them state by state or by economic types, compare and contrast them and find yourself supported by actually comparable figures, you have a factual basic starting point, a kind of frame on which all other accumulated data may be hung. It is a kind of social chart like a map which you study when you go into a town.

In the first volume, the counties are analyzed. This is called a "County Atlas." It is followed by four other volumes - "Cotton Counties," "Tobacco Counties," "Grain Forage Counties," "Vegetable, Fruit and Other Crop Types." In these four volumes, wherever fairly reliable county analyses could be secured from the literature available - including essays and dissertations for degrees - descriptions were taken of the major sub-types within the big classification. The books are like guide books, telling you what you will see here and here and here, and the first book is like the map. The quality of the material in these county-type books varies a good deal. They are useful source material, with a wealth of descriptive detail. In my opinion, they are nothing like so important



as the "County Atlas."

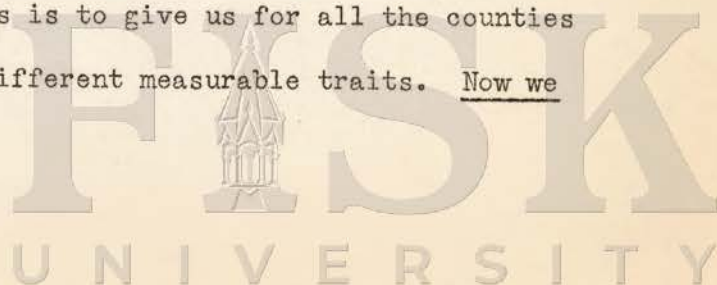
There now follow two books of statistics which show quite thoroughly the definitions of the various items punched and the technique of building up the tabulations. In addition a few generalizations are made. Last in this series of books come two special studies, one made by Lewis Jones on the Meniffee Community in Arkansas and one made by Buford H. Junker on Houston County, Georgia. These clean up field studies. The Compendium represents in its seven volumes a total of 1413 mimeographed pages.

The figures of the Compendium have not been checked. The permission to reprint copyright material has not been secured and very confidential material has been used. For the time being no copies of this Compendium are being released by the Fund. You can look at them here if you want to. It is my own personal opinion that the "County Atlas" and some of the description of statistical procedure ought speedily to be prepared for publication and general use.

#### A Major Suggestion Rising from the Compendium

In the Compendium itself a statement is made which results from many observations and the conviction of its authors. It is not the subject of statistical treatment. It is that in all of this area rote learning prevails. This means that in school people learn to repeat things and don't know what they mean, that in individual and community life they repeat patterns of living without being critical. It is fair enough to say that this prevails not only in this area.

What the "County Atlas" does is to give us for all the counties in this rote-learning area a lot of different measurable traits. Now we



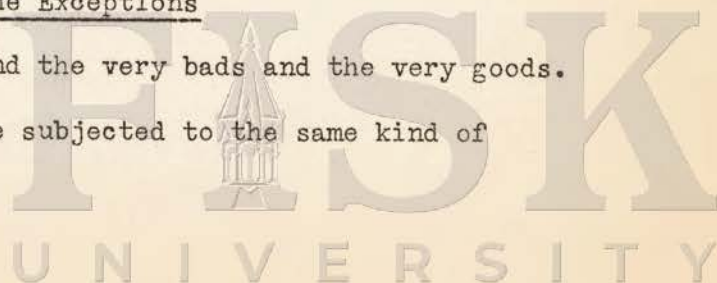


ask: Although rote learning may be the characteristic of the whole area,  
are there not counties or communities in which rote learning is more  
oppressively and persistently present, and are there not counties or  
communities in which there is a break from rote learning which would be  
shown by the appreciation of the meanings of things studied and a criti-  
cal, constructive attitude toward life? To this question, a homespun  
 answer is "surely." By a sophisticated inquiry into all the measures  
 applied to all these counties, perhaps we can find one or more factors  
 which, on further field investigation, we shall discover to be corre-  
 lated with hopeless rote learning and contrariwise with a departure from  
 rote learning.

To make this discovery we should naturally have to go to the  
 various types of county and the sub-types looking to find examples of  
 very bad and very good. We should have to have exact definition of what  
 we meant and we should have to have exact or approximately exact measures  
 of elements associated with badness or goodness - and Dr. Judd and other  
 educators in the Council think such measures are available. If we can  
find a certain constancy of association or of absence, we shall have  
 taken the first great step in doing something about improving education.  
 If these factors can be correlated with the "County Atlas" classifica-  
 tions, or if they themselves will fall into some pattern, we shall know  
 what to take hold of, even though in some cases nothing can remedy the  
 factors which cause the situation except major differences in health or  
 earning power.

#### The Search for the Exceptions

We now propose to try to find the very bads and the very goods.  
 When we do find these they ought to be subjected to the same kind of



statistical treatment which has given us the firm foundation of the "County Atlas."

Even before this refinement can be made, this inquiry may give us places to work and suggestions as to what to do. The "very goods" may be used as examples from which others may learn through descriptions or through visit. In other words, we shall keep on operating or, if you will, experimenting or demonstrating until we have underneath our feet that foundation of scientific study which we think will make us more confident in assertion and more effective in operation.

I imagine that you infer that I think a pretty significant beginning has been made. I do. Everybody at the meeting does.

## Part II

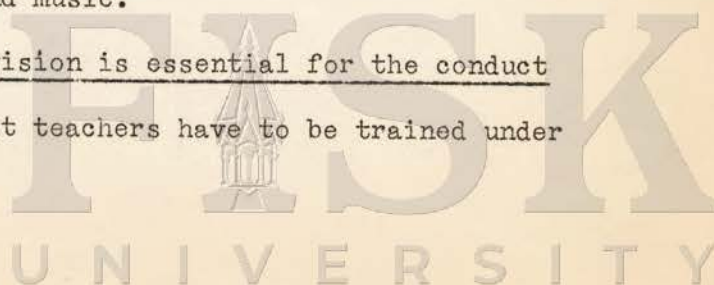
### Report from Two Normal Schools Receiving Rosenwald Aid

South Georgia Teachers College (white) Statesboro

President Marvin S. Pittman told us about the Statesboro attempts to train teachers who would be acquainted with rural society, rural schools, the teaching of book learning, and the instigation of social improvement.

In this normal school there are more men than women - a very unusual and significant feature. Only high school graduates are admitted. After two years a certificate is given; after four, a degree. In the school itself, in addition to subject-matter courses and method courses and a practice school, work is carried on in the industrial arts, agriculture, domestic science, and public health. Pittman says that inadequate work is given in fine arts and music.

Pittman believes that supervision is essential for the conduct of good schools. He also believes that teachers have to be trained under



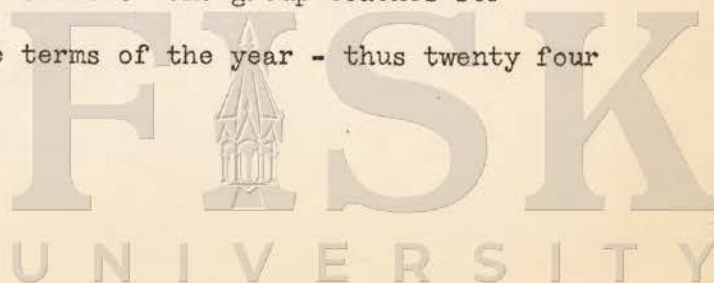


supervision before they take school jobs.

Statesboro's practice school on the campus is a good school. In it white students from the neighborhood now pay per capita to the school the normal per capita cost of education in the town. Its superintendent has imagination, flexibility, and power to get cooperation. Students teach in it under really helpful supervision.

There are many good practice schools but Pittman has introduced two new features. One is sending out from the normal schools into a county a supervisor to visit all schools and work cooperatively with the teachers, district trustees, and county superintendent. He chose an exceptionally able person and the results are fine. Last year she had three counties from which this year she has withdrawn to work exclusively in a new county. The three counties in which she formerly worked now hire a supervisor whereas their first experience in supervision had been paid for outside. They got convinced of the utility of supervision. In the new and single county the supervisor was effective in getting the county trustees, for a three-year trial period, to surrender their control of school district finance and centralize it all in the county office. Everyone associated with work in the South testified that this was a real step in advance.

The second thing that Pittman has done is to take a district school with six rooms and eight teachers and staff it with students selected after they had reached the late stages of the teacher-training course. These teachers are students at Statesboro. Every day they go out from the college and teach in this school. One group teaches for one of the three quarters of the three terms of the year - thus twenty four





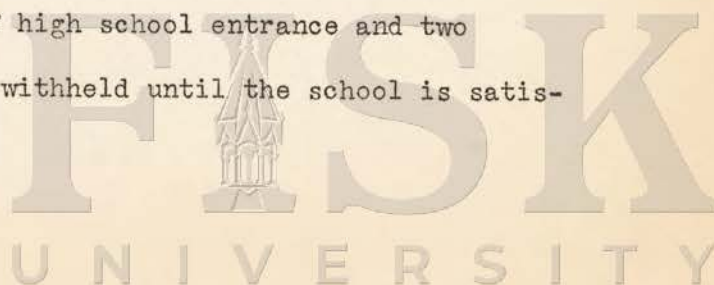
students will have this realistic teaching experience in a rural school each year. The students are the only teachers, but there is a capable member of the faculty who is the training teacher and supervisor of this one school to which she gives her full time. The staff includes classroom teachers, special subject teachers, and a principal. This plan began this year. So far it is really successful. The students are learning and the community is pleased. Dr. Judd asked Pittman if all the regular faculty in the college shouldn't occasionally spend a week in the elementary schools getting first-hand knowledge of what was going on in the schools which later their own pupils would teach, also finding ways of adapting the college teaching to the needs of the elementary rural schools. Such work Dr. Judd called productive scholarship, and the idea met with hearty response.

Louisiana Negro Normal and Industrial Institute,

Grambling

Mr. A. C. Lewis, State Agent for Negro Education in Louisiana, and President Ralph Jones of Louisiana Negro Normal and Industrial Institute, told of the reorganization of this central training school for Negro teachers conducted by Louisiana.

The essence of this report is that the theory of this school is that rural teachers, while they are at normal school, should be trained by being immersed in the situation in which they are to teach. At this location there are something over 500 students. These are in practice schools, a high school, and the normal school which has 154 students. Certification is given on the basis of high school entrance and two years' study, though certification is withheld until the school is satis-

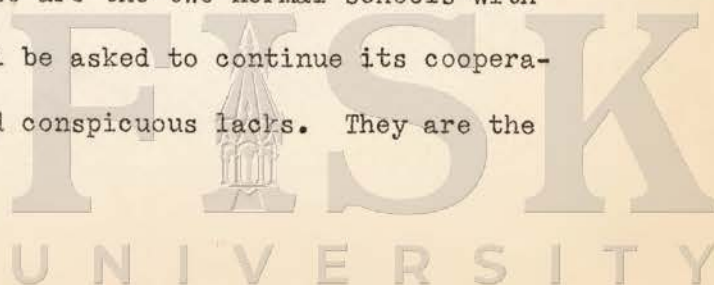


fied of competence. The students may be there two, three, or four years and sometimes get no certificates.

In this school the faculty has been increased by the placement at the normal school of a nurse paid by the Department of Public Health, a man paid by the Department of Agricultural Extension, and one paid by the Division of Trades and Industrial Education. In addition they have teachers of domestic science and of industrial arts. All of the teaching staff are expected to go out into the field at one time or another. While they are gone their work is carried by somebody else. This makes difficulty in teaching schedules, but they think they can meet it, and they want the teachers, as well as the students, to be influenced by their situation. Two schools have been adopted by the normal school and their reconditioning begun by students.

Supervision, instruction, and encouragement are given to students at work in these adopted schools and to adopted schools of the seven additional training schools located in other parts of Louisiana but all attached to this one central normal. This job is accomplished by what in Mexico is called a cultural mission. A person in public health, one in agriculture, one in domestic science, and one in teaching supervision form the mission and go in a specially equipped bus round about the state. This group works in the adopted schools, in the communities of the adopted schools, and elsewhere.

In this project there is great enthusiasm, as indeed there is at Statesboro also. There is imaginative leadership, good personnel, somewhat better paid than usual. These are the two normal schools with which the Fund has cooperated and will be asked to continue its cooperation. Each has excellent features and conspicuous lacks. They are the





best opportunities we have yet found to build on indigenous Southern foundations.

#### A State Survey of Negro Education

Mr. Lewis stated that the State Board of Education in Louisiana would be glad to have a state survey of Negro education. He said that they would have to have outside aid and the State Board of Education would pretty much leave up to him the composition of this commission. There was general agreement that such a survey might help to define the problems and the proper procedures in the educational organization of a whole state. To me, personally, it seems that the commission should be carried on by funds given in part by the state, in part by the General Education Board, and in part by the Rosenwald Fund.

#### Work on the Production of Teaching Materials

At South Georgia Teachers College and at Louisiana Normal Institute the teachers are trying to use the materials of life round about them for the production of lesson plans, materials to be read and talked about. Neither school has gone very far but each is trying to develop a subject matter which has some interest and relevance for the students. We should help them to increase this feature of their "productive scholarship."

### Part III

#### Reports from Cooperating Agencies

##### General Education Board

Mr. Favrot told of a community enterprise at Greenville, North Carolina, a well-to-do mill area with a wealth of leadership which has been active for some time. Furman University, benefited by Mr. Duke,



headed by one of Mr. Duke's friends, Dr. Geer, has taken the leadership in associating with itself, but for town and county benefit, public health, adult education, and industrial arts. The business men of the town have given the county competent government through state legislation permitting the county to elect a business commission of three which in turn hires an auditor to do the job. The county is out of the red. The educational system of the entire county is good and getting better. From the "County Atlas" point of view, it is an example of the very good kind and it is associated with a well-to-do industrialized community. This community supports a \$50,000 annual budget for county-wide library service. This is a demonstration (of the sort we have talked about a good deal at Fund meetings) of what can be accomplished when all public services and private agencies work together in a given county. While financed by the G.E.B., it is the sort of thing in which the Rural School Council is interested.

Mr. Jackson Davis told of the work of the General Education Board which bears upon education in the South. He sketched the past history of the Board as it provided farm demonstrations through the work of Dr. Knapp, as it placed state agents for Negro supervision, as it provided fellowships to train those later assuming leadership in the top administration of state boards, as it helped to increase salaries in state and private institutions. He indicated that the General Education Board was looking into an additional interest, ascertaining the facts and perhaps suggesting remedies in the field of economic and social conditions in the South. This would involve a study of the types of economic life (indicated in our "County Atlas") and of social effects which these were producing. There would be studied the effect of national conditions as between competing areas and the effects of international

conditions such as those now cutting into cotton and tobacco export. In view of national and international trends and of actual economic conditions in the South, what is happening, what may happen, what ought to happen? In this effort the Board will work largely with important agricultural colleges. In view of this additional interest, it is quite clear that the G.E.B. and Rosenwald Fund need to work closely together. All appreciate this necessity.

#### Jeanes and Slater Funds

Mr. Arthur D. Wright stated that the Jeanes Fund carried on supervision as it had done from its inception, that its funds for this purpose had been increased by money from the Slater Fund. He said that public monies twice as great in amount were added to the monies contributed by the Jeanes Fund. He expressed his desire to cooperate in every way.

#### Arkansas

Mr. Nolen Irby, State Agent in Arkansas, said that the consolidation program in Arkansas was stopped because they had no money and they had gone too fast. He opposed consolidation of Negro schools, where Negro boards of trustees in a district lost power through consolidation, into a unit controlled by white boards. Mr. Irby stated that Arkansas had a third of its students in one-teacher schools and that many of them were good, and that he did not despair of them. He said from a start of two there were now fifty demonstration schools of the one-teacher variety. He thanked the Fund for a small contribution which made possible furnishing materials for work in three of these schools.





Tennessee

Mr. W. D. Cocking, State Superintendent of Schools, made some very interesting comments on studies now in process which will throw additional light on our work. He described the school and library organization in Tennessee, as well as the work of a national commission which is studying the most desirable unit of administration for different kinds of areas and the most desirable unit of student attendance.

## Part IV

Suggestions for Further Work

Mr. Favrot urged that in a two-teacher school one teacher should be dismissed and a superior teacher be given the salary of both and a nine-month term, the one teacher to be permitted to teach children in groups, dismissing but keeping in touch with one group while working with the other, e.g., larger children out for cotton chopping and picking while in the winter period given intensive training, and smaller children in while larger children out. Instruction would be better for the money.

## Observation

On the work of observation it was suggested that the "bad" and the "good" examples be located and studied; also that several consolidated systems be visited and studied. Dr. Judd urged that we continue our emphases on study and experimentation in teaching and the educational process and omit efforts in organization or administration. He felt our program was unique and significant because it was the only major effort concentrating (through school and normal college) on actual improvement in education as contrasted to buildings or organization or administrative machinery.





### Experimentation

Under experimentation it was suggested that a one-teacher school in the type county of "single crop cotton, strictly rural" be established; also that when factors of significance in "bad" and "good" examples be located, there be carried out experiments to determine whether these supposed critical factors were really causative.

### Dissemination

Under dissemination it was suggested that material for teaching (lesson planning, reading texts, etc.) be produced by normal schools on a decentralized field local basis.

Coss suggested that a staff member be added to stimulate normal schools in producing materials, coordinate them and become acquainted with book publishers, their publications, and their plans for revision.

Further plans for dissemination were:

- Taking teachers and officials to see good examples.
- Extending the supervising and encouraging "culture missions."
- Regional or state councils for discussions similar to the Rural Council.
- State Survey Commissions.
- Study of further methods of increasing dissemination.

### Part V.

#### General

It was constantly taken for granted that our method of work should be through the established state authorities and, further down the line, through the public schools and the state or regional normal schools.

Education was defined as the bringing of humans to the point where they can better control the conditions and quality of life.

The exclusive interest of the Council in improving teaching was emphasized, though it was recognized that non-school factors of

health and economic condition might be elements so affecting teaching that these must be considered. Improving education is probably a better phrase than improving teaching.

The school activities should be supplemented in all communities by other appropriate service agents (agriculture, health, home-making) to permit the school to carry on its distinctive function.

The business of the Council is not chiefly with educational administration, e.g., consolidation or non-consolidation of schools, but with the improvement of teaching and among the basic tool subjects this means chiefly reading.

To the normal schools now experimenting and to others, help should be given.

- - - - -

The unanimous opinion was that these meetings were much the best we have had and that they got somewhere. I agree heartily.

Mr. and Mrs. Rieser gave us all a delightful Sunday evening party.

JJC:JW

John J. Coss





SUMMER SESSION  
OFFICE OF THE DIRECTOR

MWS	29	MS	6/1
University New York	N	R	S
SSION RECTOR	SIMON STUDY		

Council - Coas

I am enclosing the expenditures of Dixon and myself. I think that Dixon's check should go directly to him. He paid all the bills on the trip and doubtless would like to get his account straightened before he leaves. My expenses on this round-trip I charge to

JUL 9 1936

this round-trip I charge to

**FISK**

UNIVERSITY

M.S.S.-2-.

various places. I went to Atlanta for the Spelman Commencement speech and charge them from Crawfordsville, Indiana, to Atlanta; Dillard, from Atlanta to New Orleans and return; and you, from Atlanta to New York.

As I say, the detailed account will be along presently.

Dixon is by no means sure that when he comes back from his Central American trip he will be able to answer Yes to your invitation. I hope that he can. He said that you had not mentioned to him the second or study man. He believes that such an appointment is essential and I believe that he would want to participate in the decision as to who this person is. Of one thing he is unmistakably clear, it must be a man who is acquainted with Negro conditions in the South.

I saw Red Oak and I spent long enough at Statesboro and saw enough people to endorse your expenditure there with some confidence. Fort Valley pleases me very much. We should work there as soon as we can have full-time management by Hunt whom I like and trust.

With best regards to you all, I am

Sincerely yours



John J. Coss  
Director

JJC MM  
Enclosure

FISK  
UNIVERSITY



NRS.  
SIMON STUDY

Council - Coss

7  
July 10, 1936

Dear Dr. Coss: In my comments on the "General Considerations of Policy" I am following your outline in the interests of clarity and brevity.

I. Length of commitment - agreed.

II. Work of Council

1. Agreed.

2. Agreed in general, but I wonder if we can get them to do it. We should certainly try.

III. Proposed areas - I think I agree. But it seems to me there are also excellent arguments for great concentration. It also seems to me that there might be some advantage in working in the states where we have already made a start: Louisiana, Arkansas, and North Carolina, and of course Georgia. We already have those state agents on our Council, and they have been educated to our thinking. It might also cause some hard feeling if we went to other states. The state agents might feel that we were dissatisfied with their cooperation.

IV. General considerations of organization and administration

1. Agreed.

2. Agreed, except that it should be made perfectly clear that he is not only a field man but the actual head of the program.

3. Agreed - although I think you should keep an open mind as regards Sanchez. Dixon knows him pretty well and thinks very highly of him.

4. Agreed.

5. Agreed.

V. Concrete items for actual program - agreed on all points.

Under (4) I think the study man should also acquaint himself and us with all the interesting things that are being done and thought in the field of education, particularly rural elementary education.

JUL 14 1936

FISK  
UNIVERSITY

- VI. A competition in reading - agreed that something of this sort should be done. I think it would have to be worked out very carefully and in detail.
- VII. Reading teaching in normals - agreed.
- VIII. Normal schools should adopt rural schools, white and Negro - agreed.
- IX. Houses for teachers - agreed, although we will have to sound out our other trustees - on account of the somewhat large expenditure. It seems to me a very important thing.
- X. Personnel record - agreed.
- XI. Statement concerning curricula - agreed, although I assume you mean this should be done over a period of time. I read into this two things: philosophy of rural education (your first two sentences), and the actual curriculum making (the rest of the paragraph). I think this second part might need a specially trained man, don't you? The study man might be able to do it, although we have already laid out a pretty full job for him.

I was very much interested in your analysis of the various schools you visited. I haven't seen all of them, but from what I have seen and heard, it seems to me an excellent judgment. I gather from what Dixon said the other day that Forsyth has finally gone completely awry. He's pretty much discouraged.

You're perfectly right about Fort Valley. I wish we could work there. Is it absolutely impossible to do so until Fort Valley is under state control?

You're also right about the value of state agents. But Dixon is so far above the rest (Irby is the next best to him) that it isn't possible to mention the others in the same breath.

I think it's grand of you to help so much. You remember in New York you said that you could see no point in being a member of a board or council group unless you did something about it between meetings?

Our continued gratitude to you!

MSS:McK

Very truly yours,

Dr. John Coss  
Columbia University  
New York City

MARGARET S. SIMON  
  
FISK  
UNIVERSITY



Columbia University  
in the City of New York

SUMMER SESSION  
OFFICE OF THE DIRECTOR

MAWS	7/15	MS	7/21
NRS			
SIMON STUDY			

July 13, 1936

Mrs. Margaret S. Simon  
Julius Rosenwald Fund  
4901 Ellis Avenue  
Chicago, Illinois

*Council - Coon*

My dear Mrs. Simon

*X*

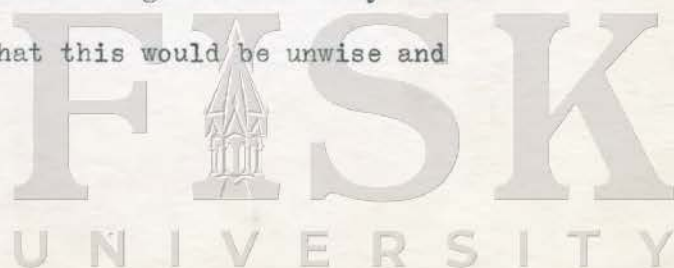
Thanks for your explicit letter.

III. Proposed areas. The reason these areas were picked was because it seemed likeliest that the men there located could be of use. I personally think that we have gone as far with Irby as we are likely to get. I had hopes for him, very high hopes indeed, but he has persistently acted like a baby every time he is faced with a proposition. At the Nashville meeting everything was done to give him opportunity and he walked out. From him himself I learned of his isolated position at New Haven. He just doesn't seem able to take it.

Lewis in Louisiana is a time server, nothing else. He would take another job at any moment if he could get one. He is a small person and always will be.

The North Carolina man I do not know.

I should not fail to take account of your fears regarding the attitudes of the state agents now included. It might even be that we would use them even though we knew they were poor. I am inclined to think that this would be unwise and



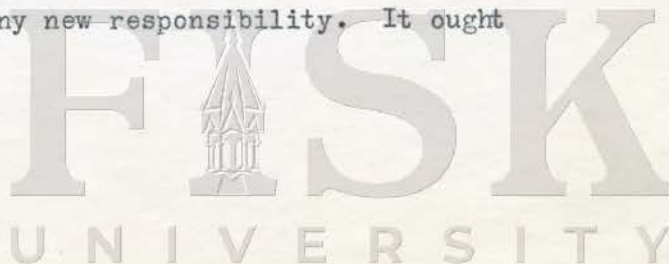
and that we should do what very few people do, turn away from a mistake rather than to follow through with one. What the answer is I don't know and the director of the enterprise would have to be an important element in the final decisions.

V. Concrete items for actual program. I agree about the breadth of the interest and information for the study man.

VI. A competition in reading. I am sure that we may need to work two years before we launch a reading contest and in the process we may find that we cannot do it. I know of no point of attack which would be so direct and so likely to lead to well-motivated conferences with teachers in the schools and to the improvement of instruction in normal schools.

XI. Statement concerning curricula. I have not thought through the operating "how" of getting the curriculum stated. A big terminological treatise is exactly what we do not want. Where to stop I do not suppose we can tell until we get into the actual production.

Forsyth offers a problem because it is a poor school and yet is receiving money and buildings from the state. It is so fundamentally low grade in practically every way and certainly in its leadership that it is obviously inadequate to take on any new responsibility. It ought





M.S.S.-3-.

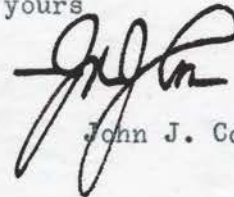
to be a high school for that area but we see the state pushing it. The failure of the state to see the whole program and to give to Forsyth a place which it could handle is the really worrying aspect in the matter.

If Mr. Hunt would go back to Fort Valley and stay there full time, I should be in favor of using it even though not state owned.

I want to see the state agents indicated in my report. I may even ask you to send me on a week's journey to Mississippi and Tennessee early in October, perhaps the second week.\*

With best regards, I am

Sincerely yours



John J. Coss

~~Director~~

JJC MM

\* To go round the country alone with  
the two men concerned. Can do considerable  
- talking and signing up. Could not spare  
the time then but find a committee meeting;  
higher make it desirable. J. J. C.

Glad you liked the Supplement. It was  
fun doing the job.

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UNIVERSITY

NRS  
SIMON STUDY

Council - Coss

August 5, 1936

X

Dear Coss: In connection with the rural project generally, and bearing specifically on your possible visit to Tennessee and Mississippi, I make this general comment. I think in our work from now on the state agent for Negro schools is not necessarily the key man. What we are trying to do in this project is not simply to improve the organization, buildings, and finance of Negro schools, but to vivify and enrich rural education generally. While our particular motivating force is the improvement of Negro education, we can do this only as rural education generally is made better. The key man, therefore, is the state superintendent of education rather than the state agent for Negro schools.

I feel that this is an important distinction. I believe that the strategy not only in Negro education but in other aspects of Negro advance should shift from explicit concern for Negroes to a general bettering of conditions. We are entering a new era in Negro work. If we are wise we will recognize clearly the changes in emphasis which are indicated by the new conditions. For two generations we have had to fight for elemental rights for this race. From now on I think the battle is rather for better education, better living conditions (especially farm economics), and a united front for common progress by both races. I wish you would ponder this point and let us discuss it at our next luncheon talk.

ERE:JW

Very truly yours,

Dr. John J. Coss  
Columbia University  
New York City

EDWIN R. EMBREE

P. S. The above consideration does not necessarily mean a consideration of different states than those you suggest for intensive work. If anything, it emphasizes the importance of Tennessee for Superintendent Cocking of that state is probably the wisest and most effective state superintendent in the South.

AUG 7 1936

TSK  
UNIVERSITY



NRS  
SIMON STUDY  
Council - Coss

August 5, 1936

7

My dear Coss: Just returned to the office, I have been looking over the correspondence between you and Mrs. Simon. We all appreciate your interest, co-operation, and wise counsel.

We are, I think, making progress in the matter of Curtis Dixon. As you know, he made favorable responses to the tentative proposals presented to him by Mr. and Mrs. Simon. Leo Favrot was one of the members of the seminar-conference which I attended in Honolulu. I had a long talk with him about our rural school work and about Dixon. He said (1) that he, Favrot, was more interested in our rural school efforts than anything that had happened in the South in a decade and that he regarded it as the most promising of programs not only for Negroes but for education generally; (2) that he regarded Dixon as the best possible man to administer the program; (3) that he (and, so far as he knew, the other officers of the GEB) far from putting any obstacles in the way of his taking the post, regarded this as the best use of Dixon's unusual abilities. All this was very encouraging since we want the GEB's cooperation all down the line and since Favrot and his colleagues are the persons to whom Dixon owes most and to whom he will go chiefly for advice as to his future course.

As to your proposed trip in early September to Tennessee and Mississippi, I scarcely know what to say. As you know, schools will not be in session and even a good many of the officials will be difficult to get at. However, if you think you can get useful information and impressions and are willing to risk the great heat, of course we should be delighted to have you go. The more knowledge of the field each of us can get the wiser and the more realistic our judgments. The trip as you originally proposed it in October would be better. But if you have time available in September and not later, all we can say is we should welcome further first-hand investigation at any time it can be had.

ERE:JW

Dr. John J. Coss  
Columbia University  
New York City

Very truly yours,

EDWIN R. EMBREE

FISK  
UNIVERSITY

Aug 7 1936

SOME GENERAL CONSIDERATIONS OF POLICY  
in connection with the  
ELEMENTARY EDUCATION STUDY BY THE ROSENWALD FUND

I. Length of time of project. This study of operation should be authorized for a five-year period.

II. Work of the Council. The members of the Council should be brought into active participation in at least two ways.

1. They should visit the areas.
2. Each member should before the next meeting send to Mrs. Simon a statement
  - a. of his conception of the general objective of the Council
  - b. of his analysis of its more immediate objectives
  - c. concrete suggestions as to procedures
  - d. suggestions as to personnel

Suggestions as to objectives, plans of operation, and personnel should be sent thereafter by the Council to Mrs. Simon before each meeting.

III. Proposed areas. In locating the work more than one state should be involved because of the following reasons:

1. Divergent conditions are desired.
2. Reactions of different personalities are desired.
3. Working in a variety of areas gives a certain protection

AUG 7 1936

FISK  
UNIVERSITY



from failure. If the work were confined to one state and work in it should become impossible, the project from the beginning would be doomed.

4. To use several areas would free the board from criticism and expressions of dissatisfaction coming from the field which might happen if the Board concentrated its attention on one state organization only.

States proposed: From the Alabama, Georgia, Mississippi, Louisiana, and South Carolina group, Mississippi under Eason and Georgia under Dixon are proposed. From the group, North Carolina, Virginia, and Maryland, Virginia under the new man recently appointed. From the boarder group, Tennessee, Kentucky, and Arkansas, Tennessee under Turner. This is subject to further inquiry. Possibly Texas under Worley with concentration from Prairie View.

#### IV. General considerations of organization and administration

1. Workers in all cases must be acquainted with social conditions involving Negroes in the South.
2. A field man would be in charge, actual charge. All plans for work would be made in conference but responsibility of administration would be solely in his hands.
3. The study man would be chosen by the field man in conference.
4. a. Workers in individual projects would be chosen by the



field man in conference with the Rosenwald Fund and in conference with institutions where the workers would be stationed.

- b. Traveling workers with expert abilities (for example the conductor of the reading speed competition) would be chosen by the field man in conference.

5..All suggestions from the Rosenwald Fund and the Council members would clear through the field man. This would be for purposes of information and subsequent conference and would not be for final personal decision.

#### V. Concrete items for actual program

1. As many activities as possible would be undertaken at the same time with the notion of advance on many fronts.
2. Modification of programs from state to state might be expected. For example: Health programs for one state might be far ahead of another or in one state the Fund might find help from state officers of one kind or another in home economics or agriculture and not find this in another state.
3. In every area work would be planned and conducted with the cooperation of agriculture, home demonstration, and vocational education, and health officials of counties or states. These officials might go so far as to furnish workers or to aid in supervision.





4. The study man should investigate through visits to publishers and considerable stay with each publisher of materials available for school use from the first through the eighth grades. These visits would be for the education of the publisher in the need of rural material as well as for the education of the study man and the securing of exact information as to the present status.

VI. A competition in reading. This would be a direct school by school attack on reading. It would be made through state wide competition within school types for reading speed and accuracy. To get measuring devices and to work up a program one or two years would be required and probably several field men or expert teachers of reading, named by the project director, would be needed to administer the examinations and to educate the schools at the same time. This is an attack by indirection and will force work in normals. The first results would be of small scientific value but the whole process would bring the question into the open. The task might require distribution of common materials to be read in all the schools. The final examinations would use the same words as these materials and would be of the same difficulty. Schools would doubtless have to receive statements as to how to teach these distributed materials and statements as to

how measures would be made and how the contest would be conducted.

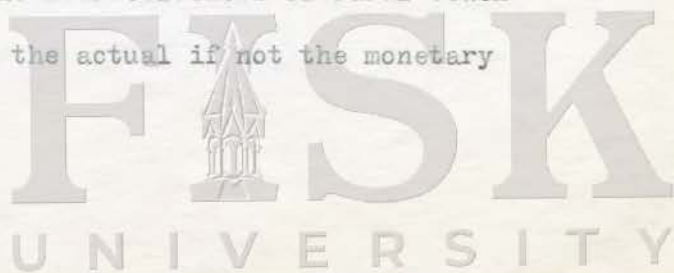
Each state area ought to have one very substantial prize, say \$500, for the school and there might be twenty prizes for each state of sets of library books, and the winners for each school would get buttons, and the teachers of winning classes a summer study in the institution of her choice.

Arthur I. Gates, Teachers College, and Ed Horn, Dean of Education at the University of Iowa, possibly Chartres of Ohio State, and two or three teachers named by them might formulate techniques and programs.

VII. Reading teaching in normals. A program of courses in oral reading with reading aloud by classes and individuals, and with extemporaneous speaking by individuals should be worked out for normal schools. By this method in normal schools there would be required work in speech including reading under criticism, with a list of all mistakes and subsequent rechecking month by month for improvement. This would bear down on the whole question of the need of work in reading. Normal schools should have courses in the teaching of reading.

VIII. Normal schools should adopt rural schools, white and Negro.

IX. Houses for teachers. A program of the building of houses for teachers as a practical step in increasing the attractiveness of rural teaching and as an element in increasing the actual if not the monetary





salary of the teacher should be made. Two teacher-houses should probably be the limit undertaken. A layout of a school community area should be undertaken as one of the Rosenwald materials of distribution -- a school house, an industry shop, a teacher's house, a small infirmary of two rooms and nurses' quarters might all be included, together with a school demonstration garden. Perhaps an agricultural development area should be planned, but how far this should be carried is a question. A demonstration area might be built at a convenient distance in a really rural community associated with one of the larger centers as, for instance, Atlanta University.

X. A personnel record. There should be prepared and kept up to date a comprehensive record of the available trained Negro personnel in education, home demonstration, county agents for agriculture, and in professions, and leading places in business. This should be a national index. Members of the Council, all of our field workers, everyone associated with this and other boards working with Negroes should contribute material regularly.

XI. Statement concerning curricula. A simply-worded statement should be made, without professional jargon, of plans for work from the first through the eighth grade of school. This should include work in the school and out of the school in the community. Studies, books, and methods should be listed. So also should



the activities of children in the communities, and of parents. Connection of the work of the school with home demonstration, agriculture, health, and vocational training and indication of relation between these curricula suggestions and work in normal schools should be made. Contribution or possible contribution of Federal, state, and county agencies should be brought out in this curricula statement.

June 26, 1936

  
John J. Coss



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	MS		MS	
	JFS		JFS	
	GIS		GIS	0

August 17, 1936

# NRS

## SIMON STUDY

Dear Embree:

I am glad to know about the January date for the Council. That makes all kinds of sense. *7* *Council - Coos*

I have thought a good deal about the reading competition. I do not think less of the idea. I think that it can be done at the same time in the same territory for blacks and whites. The state superintendent will, as you wrote earlier, have to be the one to sell, if not first at least thoroughly.

I wonder if adult work cannot go on at the same time, and prove the technique of getting the oldsters into the schools. Into the schools physically and by interest.

To put the adults into the contest I should think <sup>u</sup>that the number got in

- a. actual number
- b. pro rata of population illiteracy

and also the scores in tests for

- a. absolute score?
- b. higher average

would all come in. The basis of this contest would be "learning to read." Is all this for adults out in America because of shame at not being able which will keep the oldsters from coming to classes? Who is experienced in a wide enough area to know? Or would it work in county schools as distinguished from city, and if so can there be a county contest?

Who knows the best way to teach reading to adults? This question and the same for children in the different grades we have to answer. I gave you some names for a starter in an earlier letter. I want evidence from some of these birdies. And then I want to see it simply writ out, and I mean five

AUG 24 1936

UNIVERSITY

cent words.

Have you read Odum's massive work? Southern Regions, I mean. It has lots in it and the digestion gets a little overworked. I wrote him that I thought the planning chapter (the last) ought to be supplemented by drafts of state laws, regional agreements and detailed plans of action.

Best regards to all of you.

John J. Coss

I hope to leave August 22 for ten days in Holland. Back September 19.

J.J.C





164 STATE STREET  
FRAMINGHAM  
MASSACHUSETTS

AUGUST 17, 36

Dear Sir:

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know about the January  
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The basis of this center



3  
50  
Sept 10  
Bath  
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would he "learning to  
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I saw you some names

4. for a starter in an  
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want to see it simply  
with out, and I mean  
five cent words.

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Southern Regions, I mean.  
It has been in it, and the  
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over worked. I note him  
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drafts of state laws,  
regional agreements and  
detailed plans of action  
Best regards to all of you.  
John T. Coon



Columbia University  
in the City of New York

SUMMER SESSION  
OFFICE OF THE DIRECTOR

NRS  
SIMON STUDY

Cross-John

	MWS	12/2	ud	
	November 30, 1936			

Mrs. Margaret S. Simon  
4901 Ellis Avenue  
Chicago, Illinois

Dear Mrs. Simon

Have you seen the compendium? I am fearful of having the consideration of the compendium, which will not have been read, the basis for a good portion of the time of the Council meeting. The reasons are various:

1. Profitable discussion can scarcely come before reading.
2. I very much doubt that the compendium will be of very real practical assistance to any one. Whether it be good or whether it be bad, I fear that this would be equally true.

I looked through the Table of Contents and it seemed to me to be pretty formal and academic. I am very fearful about the wisdom of loading our Council meeting with a great deal of it. Unless you have read the material before and you and Dixon and Mr. Embree all know precisely what you want to say and do about it, we should I fear be putting the sessions under a very real handicap.

I am prepared to believe that I am wrong in the character of the compendium. I hope so, though I must admit I doubt it. But I don't believe that a discussion as wordy, as unclear, and as halting as in the past both Warner and Johnson have exemplified will be very useful.

DEC 14 1936

FISK  
UNIVERSITY

M.S.S. -2-.

You will recognize this as plain speech and that this letter is for your eye and Mr. Embree's. I am sending Dixon a copy and telling him that it is confidential.

I want to talk to Dixon before the Council meeting. I know that nothing that is done at that meeting will finally help or finally spoil, but I wish that it might be a very constructive meeting.

Please write me a letter which will bring me some comfort.

Sincerely yours



John J. Coss

JJC MF



NRS  
SIMON STUDY

*Council - Coss*

December 3, 1936

Dear Dr. Coss:      You are so nice! And I will try to send you some comfort.

The week-end before last we had a preliminary meeting on the Compendium. By we I mean Mr. Embree, Mr. Dixon, Mr. Sanchez, Mr. Johnson, Mr. Warner, Mr. Jones, Mr. Junker, Jim, and me. All of the ones not "in the know" approached that meeting in a very definitely "so what" frame of mind. We had all seen the Table of Contents, and had had exactly your reactions to it. To add insult to injury, three enormous volumes of typed material were put down in front of us. None of us quite knew how to go about doing anything about the situation, so the four sociologists began to talk. For two whole days thereafter we discussed the compendium, the facts which it contains, and the bearing of these facts upon our particular problem. In the first place, those facts are amazing in their clarity and multiplicity. In the second place, there is and must be a very definite correlation between these facts and the problem of producing schools for the people with whom the compendium deals. We discussed the whole thing at great length, and Curtis was asked a specific question (in the middle of a discussion by him of the curriculum building which is going on in Georgia) as to whether or not this type of information would be valuable to the curriculum people. He said, "It would not only be valuable but it is imperative that they have this kind of information if they are to make a truly workable curriculum. What they have been doing is preparing courses of study for people about whom they knew nothing or at best very little." Of course those aren't his exact words, but I was so pleased to hear them that I think they are fairly close.

We discussed at great length also the pros and cons of sending the compendium material to each councillor before the meeting. We finally decided against it, simply because these three volumes are only the beginning of what will be ready by January. We cannot expect the council members really to study them. In the second place, we believe that a great deal more good will come from a study after a discussion than before.

DEC 8 1936

FISK  
UNIVERSITY

I really think that since we went to the meeting with exactly the same fears that you have, our experience pretty well bears out our feeling that such material can be discussed without being studied first. All of us felt that the job was far and away more valuable than we had ever thought it could be, and that it can be used to very great advantage.

It seems to us, as you pointed out in your letter, that there must be some staging in order to pull out as quickly as possible a good deal of information. Those of us who were at this meeting, and particularly Curtis, are fully prepared to ask questions which seem to point the general discussions.

Feeling as you do about Curtis Dixon, you would have been delighted, as we were, at the way he was immediately accepted as Director, and at the way he stepped in and picked the thing up with both hands. He was really splendid.

We not only want you to talk to Curtis before the meeting, but we, as usual, would like to talk to you before the meeting. Couldn't you come one day early?

Very truly yours,

MSS:McK

MARGARET S. SIMON

Dr. John J. Coss  
Columbia University  
New York City





NRS  
SIMON STUDY

*Council (Coss)*

7  
January 7, 1937

Dear Coss: Your resume of the Council meetings is splendid. I am delighted that you are taking this method of informing the trustees of the deliberations and actions of the Council. It is the best possible way of getting detailed and significant information to our whole group.

We in the office have made a number of suggestions which are being sent on to you with the revised manuscript. The only important change in meaning is in that passage where you refer to Judd's objecting to our undertaking experimental work in consolidated schools. His objection was aimed not specifically at work in consolidated schools but was a general warning against getting into administrative questions as contrasted with those that had to do explicitly with the improvement of the educational process. I have confirmed my understanding by a talk with Judd. The revision that I have suggested results in bringing this emphasis upon education as contrasted with administration at two points in the document since you refer to it in your general summing up. But I think it is a point that deserves repetition since it is the significant differentiation of our work from that of many other educational movements. The other suggestions are largely of wording. As Dixon is telling you, these, of course, are all in the nature of suggestions. A virtue of your document is that it comes from you. Do not accept any of our suggestions that are not in entire accordance not only with your beliefs but with your style. The more Coss-like this document is the more effective it will be.

I am delighted that you are planning visits to Hampton, Tuskegee, et al. You are a splendid example of a working trustee. Of course you will allow us to meet the expenses of this trip. The account should include every expense from the time you leave Columbia until you return. It is fine enough to have such observations made by so competent a person. The least we can do is to see that such trips result in no depletion of your budget.

JAN 11 1937

FISK  
UNIVERSITY

While in general you will probably get most by making your visits entirely alone, it may be that at such a place as Tuskegee it would be desirable for you to build on some longer investigations of members of our staff. I understand that you and the Simons have talked of meeting in Tuskegee. I think this highly desirable. In the natural course of events they will be at Tuskegee from January 24 until the end of that month. I hope they can have been on the ground for two or three days before you arrive. If you are planning to be in Tuskegee on or before January 24, let us know so that the Simons can arrange to advance a little the date of their visit.

The best of New Year's greetings to you.

Very truly yours,

EDWIN R. EMBREE

ERE:JW

Dr. John J. Coss  
Columbia University  
New York City



Columbia University  
in the City of New York

SUMMER SESSION  
OFFICE OF THE DIRECTOR

*Com* NRS  
SIMON STONY  
*Council - Coss*

*J*  
March 2, 1937

Dear Curtis

*fw*  
Thaw out! And don't wait. How are things?  
What are you doing? What are you going to do?

I wrote up the trip south. You have  
studied it, I judge from Mrs. Simon's reply. Please  
knock it. I enclose rewrites of pages 21 through 24.  
Crack them too, please. I sent copies to Mr. Davis  
and through him to Mr. Favrot.

When are Fred and Madge going to sail?  
When are you coming up here? I do want to see you.  
Dr. Alexander I judge is so tied up that he can't help  
much.

Yours

*J J Coss*

John J. Coss

JJC MF  
Enclosure  
Mr. J. Curtis Dixon  
State Board of Education  
Atlanta, Georgia

MAR 23 1937

*answered in  
long hand 3/10/37*

FISK  
UNIVERSITY

In the prescribed two years I should include

In the First Year

- A. Social Science Survey. Five periods each week. This should not be a series of descriptions of the different subjects with a few weeks given to anthropology, to sociology, etc. Not this, for this gives the student no body of knowledge. This course is to provide knowledge about what has gone on in Europe and America from 1300 to now, in economic activity (how men have made a living), political change (how men have lived together), and intellectual change (the main ideas that have occupied mens' minds - the synthesis of the Church, the coming of science, the great Newtonian picture, and the evolutionary point of view that came with Darwin, and the philosophy of reform of the 18th and 19th century - in a word what men thought about God, the world, and fellow men).

This course is best when made to order by and for the place. The emphasis in American history will shift from area to area and the Negro schools will probably include items of peculiar interest to them.

But always the effort is to look at the past with an eye on the present, and to draw parallels. Just the expansion of horizon that comes from old-fashioned courses in European and American history is great for the students in college. It is perhaps the biggest "expander" we can find. But this course with emphasis on economic as well as upon intellectual elements does more.

I should say that failing, a course made to order Hayes' two-volume history, Randall's Making of the Modern Mind, and Carman and McKee's American History, and Hacker and Kendrick's American History would be good books to use.

- B. History of Education. Three periods each week. Because all teachers must by law have the History of Education and because this study covers ground also treated in the social science survey, I recommend that the two courses be taken together. This intensifies the dose and this life of man in society can not be made too important.

- C. Writing and Speaking. Two periods each week. From the whole of the studies, themes for writing and speaking should be drawn. The students are not to elocute but to write about the vital things they are studying and to speak about them too. Here are instances:

Theme - (from education work) Plato and other Greeks said, "Gymnastics are for the soul." What did they mean?



Theme - (from social science survey) What were the roads like in 1300? What are our mountain roads like? How is the life of communities limited by such roads? Speaking - A description of a day spent by a Greek boy. The Greek attitude toward manual work and trade. What made men change their minds.

The writing and speaking should be tied directly to the whole program. Work in speaking should be conducted in small groups with topics prepared before and not read. All students should participate through frequent speaking and all should mark each speech and so keep at work inside the class and grow critically. The items of marking by student should be checked after each speech by the teacher calling for markings and working out a score - Use of words, pronunciation, clarity in making points, importance of points made, posture, voice, gesture. This should be as important instruction as goes on in the fields of Eton

#### In the Second Year

- A. The contribution of the sciences to living. Five periods each week. Here selections would be made from all the sciences, tied directly to living. Experiments and demonstrations would be made. Wherever possible the experiments should be such as can be used by the teacher in his own school. This means that the materials must be cheap and the apparatus simple.

This course in science is chosen instead of a survey of natural science. The science surveys I know do not relate to life nor scientific thinking, and they do not sink in. They give a science label but do not make a difference in living, and this course as proposed is science unlabeled but effective.

It is also the intention that in laboratory work actual practice in hand work be given in such things as making privies, and screening, and minor building of cupboards, etc.

Growth - Plants, soils, geologic background. Erosion, flood control, forests, soil builders, fertilizers, pea crops, plowing, under, rotation. Animals - feeds, light, vitamins. How chemists found and proved vitamins.

Study of foods for humans. Budgets of food expenditure. Ways of cooking simple foods.

Improvement of growth. Study of healthy and diseased grains, vegetables (turnips, carrots), and the control of

health in them. Comparison of good and poor crops of peanuts, cotton, corn, and pigs. The breeds of livestock and the kinds of fruit and vegetables.

Human health. Life span, vigor. The book-worm. Life cycle. Sanitary toilets, constructive plans and care. Malaria, yellow fever, cattle tick fever, life histories, and stories of control. Read "An American Doctor's Odyssey" and "Life of Pasteur." Kinds of water, care of wells and streams. Microscopic study. Kinds of milk, microscopic study. Diseases of bacteria - tuberculosis, syphilis, dysentery. Demonstration, microscopic work, motion pictures. Bacterial work in foods, sterilization of cans, canning and preserving. Good and bad meat curing.

Human health, the healthy body and how to care for it. Infant care. Maternal care. Hospitals, nursing. First aid. Patent medicines. Mental health.

Care of the house especially kitchen ventilation, flies, insects. Making of screens and screen kitchen shelves.

Power aids to men and how they work, especially in transportation and communication. Steam, gas, electricity. Telephone, telegraph, radio.

The industrial processing of cotton, peanuts, paper pulp for paper and for artificial silk. The making of glass, of steel. The manufacture of an automobile.

A chart of all the sciences with their interrelation and a brief description of what each does in theory and practice.

- B. The economic life of the South. Two periods each week. Speaking in class one period each month - may be prepared debates including all students on two sides - one minute arranged speeches - scoring for effective content, delivery - all participate. A part of the economic course.
- C. Educational psychology. Three periods each week. Special attention to individual differences, learning, conditions, and rates of.



### In the Third Year

I should have two requirements:

- A. Great Books of the Western World. Three periods each week. Speaking.
- B. The County Services. Two periods each week. In six-week units or less the work of the county services should be presented by the various agencies and special reference should be made to school and agency cooperation.  
The purposes of these short courses are two-fold:
  - 1. To bring knowledge of the county services to the students and of the school to the county services.
  - 2. To use the services as an actual training group for doing the things that need to be done to make life better.

The home demonstration agents' time should include not so much talking about as making all the students go through the remaking of a cabin's life, seeing cabins, going to a model one, working on budgets, foodstuffs, clothing, shoes, repairs, etc. Here steps can be built, floors patched, roofs patched by the students.

This course must in this fashion make real what the services do and train in the performance of the actual tasks.

As a requirement of graduation each student should have spent time in teaching in a rural school, living in the neighborhood.

The promotion of the cooperation of the school with other agencies is of prime importance. In addition to the course in the junior year required of all students the county services should offer either unit courses, field work, or seminars in cooperation with one or more different services.

The institution itself should offer for members of the various county services short courses at the college choosing the subject as the needs of the services indicate.



The final emphasis on the need of considering the conduct of life and of making a living should be made. The teachers in colleges are called academic. Often they are. An aid to the cure of this affliction is contact with life. For this reason it is recommended that all the teachers giving instruction in the teacher training course go out into the field to visit schools, to visit communities, and to see the county services at work. The more all the teachers are filled with interest and knowledge of the economic and social life in the South and in particular in their own areas, the more chance is there that the training schools will graduate teachers who will meet the real needs of the day. The needs have doubtless always been there and often the gifted teacher has met them. Just now we are particularly conscious of them and encouragingly anxious to change our training program in order to meet them.

March 3, 1937

John J. Coss





NRS  
SIMON STUDY

Council - Coss

March 16, 1937

Dear Dr. Coss: It's too darned cold here for one to thaw out but the warm, pleasurable glow of satisfaction resulting from reading your write-up of the trip south did warm and stimulate the cockles of my heart and so I'm right pert this morning. But as I read it again some questions came to my mind. May I ask them and also make some critical and some commendatory comments?

The term "practical education" - 5th line, 1st paragraph, 1st page - troubled me. If by "practical" you mean something being done or actually in practice, as opposed to theoretical or speculative, you had in mind the whole curriculum. If by "practical" you meant vocational or manual training as opposed to book learning the area to which you refer is immediately delimited. I like the term if you will make it all-inclusive for it seems to me that such a use of it will hit squarely at a very fundamental problem we have created in our educational terminology by thinking and speaking positively of vocational education as "practical" and therefore impliedly, and conversely of reading, figuring, and other areas as theoretical. It's the old concept of certain aspects of education having values in the making of a living and others having values in the enjoyment of life. As I read on I had the feeling that you used the term quite inclusively. Right?

On page 3 - paragraph 3, last line - you say "The students changed faster than did their opportunities of making a living in the larger society of which they were a part." That's been the American philosophy of the last several decades, hasn't it? The same thing, on a different scale, has been done on all levels of education - particularly secondary and collegiate - and this applies to whites as well as to Negroes. It's been a reflection of an educational philosophy which was quite materialistic and had for its motif the insidious idea of the monetary value of chronological units of education. Though we might not now agree with an educational policy which would make possible such statements as yours above I can quite well see why the development took place in the earlier days - particularly in schools for Negroes.

MAR 23 1937

FSK  
UNIVERSITY



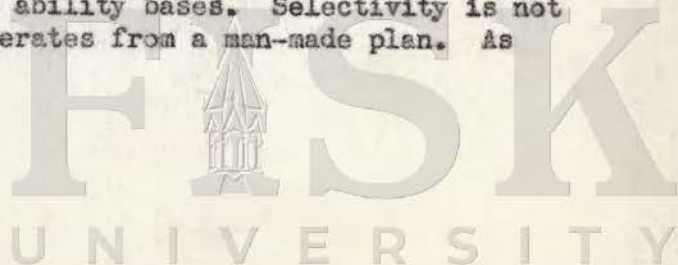
March 16, 1937

They had such a terribly long and tortuous way to go to achieve even slightly above marginal levels of existence that they were justified in attempting short-cuts. It's the age-old question of whether to educate for the individual millenium to which we all look forward or to educate and train for the needs and problems of the present.

I liked your concepts of what has happened as emphasis of the trade aspects of the curriculum has shifted from practice to acquaintance. (The junior high school people revel in this concept.)

Your "comparison of educational and industrial processing and marketing," your "costs and continuity of student body of various types," your "staff difficulties in changes of type" seem to me to merit more elaborate and detailed treatment for there's a need and a use for it. I should like, for example, to get such a discussion into the hands of the chancellor and some of the regents in Georgia. Philip Weltner saw the implications of the study made by Judd and others and, at the time of his leaving the chancellorship, he was trying to fill in the patterns in the framework the survey gave him. Sanford, I'm afraid, doesn't see the pattern very far ahead; he's just stitching away without a design and your concepts above might tend to make him pause long enough to evaluate his program. Do you agree with me that this is valuable enough to warrant expansion?

I like your idea - 2nd paragraph, page 15 - of limiting the student body to those who pay for their education directly and those who pay for it indirectly through scholarships - if I haven't modified your concept here by a slight change in the statement. This goes, it seems to me, almost inevitably to the continental concept of who should receive education on the higher levels and, being quite the opposite of the popular American concept of all education for everybody, is quite likely to meet with opposition from the sentimentalist who sees in every baby a possible future president of the United States. Some would say that it's a strange, indefensible, and damaging philosophy to come from one who has worked and is still working in the field of Negro education. The implications of my statement are not to be tied to racial bases at all but to ability bases. Selectivity is not particularly liked in so far as it operates from a man-made plan. As





March 16, 1937

it operates naturally it is accepted with more or less placidity. This is an interesting suggestion you make and I should like to talk with you about it more later on.

In your discussion of "needs in types of education" you have certainly challenged the institution to accept its responsibility for a much broader field than its campus and student body and have presented a strong argument for closer cooperation between the school and other agencies working in the lives of and for the betterment of people. I agree that there should be no exception to the requirement (for teachers) of a satisfactory accomplishment in reading and in figuring.

I agree with your change of the straight history course to the social science survey. The latter course gives much more opportunity for the introduction of materials which I think we would agree should be included. It is important though that such a course should be organized by each institution using it - certainly the details should be stipulated by the institution even if a general syllabus of it were available to all schools in a state - because its content should relate in part at least to the environment and service area of the individual school.

If state certification regulations did not require it I should much prefer to omit the history of education and get its social science values in a more direct way through the survey course above. This can't be done now, however.

I'll have to agree with you about the speaking and writing. It's absolutely fundamental, now illy done, but possible of development into something definitely functional (may I use such a hackneyed term)? In a teacher-training institution this seems to me quite important. I should prefer seeing both of the facilities developed through practice in other courses - e.g., language and the social sciences - if this can be done; if not, through a special course.

The courses for the second and third years I agree with quite fully.



Dr. Coss - Page Four

March 16, 1937

You probably have in mind, though you've not so stated, that figuring, number work, arithmetic - or whatever you wish to call it - could be intertwined throughout the courses mentioned above, if there were need to do so.

Your "county services" course is somewhat the same thing we've been thinking of, as you know.

Amen, I say to the last suggestions, namely:

1. Practice teaching in an actual situation;
2. Cooperation of the school with other agencies; and
3. Getting the faculty of teacher-training institutions into the field.

Your whole paper was stimulating. I'm indebted to you. You're always giving me a lift and right when I need it.

Sincerely yours,

J. C. DIXON

JCD:RW

Dr. John J. Coss  
Columbia University  
New York City

FISK  
UNIVERSITY